

# ***Research on Teaching Reform and Textbook Construction of Fine Arts Courses for Preschool Education Majors in Higher Vocational Colleges***

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**Keywords:** Higher Vocational Colleges; Preschool Education; Professional Art; Curriculum Teaching Reform; Course and Textbook Construction

**Abstract:** The art courses of preschool education major in vocational colleges focus on improving students' aesthetic quality and teaching ability, cultivating students' professional art skills and professional ability, and promoting the development of high-quality talents in vocational colleges. This paper discusses the basic situation, existing problems and causes of the teaching reform and textbook construction of art courses for preschool education majors in higher vocational education at the present stage, and briefly summarizes the teaching reform and textbook construction methods and path exploration of art courses for preschool education majors in higher vocational education.

## **1. Introduction**

At this stage, the focus of talent training in higher vocational colleges is to cultivate application-oriented, innovative and technical talents to meet the needs of different posts in society for high-quality talents. In order to adapt to this educational concept and teaching goal, it is urgent to do a good job in the teaching reform and textbook construction of art courses for preschool education majors in higher vocational colleges. With the deepening of teaching reform as the focus and textbooks as the carrier, we should build a bridge between teaching and learning, and do a good job in the planning and construction of teaching reform. Based on the demand for professional talents in kindergartens at this stage, there are still a series of problems in the teaching reform and teaching material construction of art major courses in preschool education in higher vocational colleges. It is urgent to reform the talent training program and accelerate the construction of professional teaching materials. According to the guidance of the Ministry of Education of the People's Republic of China, the teaching reform in higher vocational colleges should focus on the innovation of teaching content, teaching methods and teaching material construction, take the talent training program as the guidance, and combine the needs of social professionals to implement curriculum teaching reform and textbook construction.

## **2. Basic situation of teaching reform and textbook construction of fine arts courses for preschool education major in higher vocational colleges**

### **2.1. Basic situation of teaching reform of fine arts courses for preschool education major in higher vocational colleges**

#### **2.1.1. Effectiveness**

The teaching reform of art courses for preschool education majors in higher vocational colleges starts with the establishment of courses and class hours, the content and methods of classroom teaching, the construction of teachers and other aspects, emphasizing the scientific nature of curriculum settings, the diversification of curriculum resources, promoting the improvement of learning art professional skills and the development of teaching ability, meeting the needs of kindergarten talents at this stage, and realizing the cultivation and output of high-quality talents. At present, the teaching reform of art courses for preschool education major in higher vocational colleges has achieved initial results.[1] Based on their own excellent teaching ability, teaching experience and rich knowledge, combined with the teaching reform plan and suggestions of the Ministry of Education, preschool education professional art teachers have been constantly exploring in long-term practical teaching, trying to diversify teaching methods, and the teaching effect is obvious. Starting from the cultivation of students' basic art skills, we should adhere to the consistent traditional art teaching methods, emphasize the strengthening of students' basic art skills, and pay attention to the improvement of students' painting skills and painting levels, in order to lay the foundation for subsequent students to participate in education, and avoid problems of inexperience in business and lack of professional ability in the teaching process; In addition, the teaching method has been optimized and improved in combination with the development law of students at this stage and the needs of social professionals, including the innovation of curriculum teaching content and teaching methods, the refinement of curriculum settings in combination with the relevant suggestions of curriculum teaching reform, the enrichment of teachers' and students' practical training courses, the effective improvement of the school's professional teacher team construction, and the preliminary formation of a more complete pre-school education professional art modular curriculum teaching, so as to effectively promote the development of art students in all fields of preschool education.

#### **2.1.2. Deficiencies**

There are still some deficiencies in the teaching of art courses for education majors in higher vocational colleges. The students have poor practical ability and cannot apply what they have learned to meet the needs of kindergarten professionals at this stage. [2]The Professional Standards for Kindergarten Teachers requires students to have high art literacy and professional art education ability on the basis of solid basic art skills to meet the front-line teaching needs in terms of art professional ability of preschool graduates. However, at present, the practical application ability of preschool education students in higher vocational colleges is poor, and the course teaching is contrary to the actual application of students, pointing to the inadequacies of the course teaching reform. Specifically, first, the course teaching pays too much attention to the mastery of students' art skills, focusing on the teaching of painting skills, ignoring students' practical ability, and cultivating their art creativity, appreciation ability, drawing book application ability and practical ability is not in place. At that time, the students did not have enough mastery of specific art skills. When they participated in work after graduation, they could not combine the characteristics of students in teaching innovation, which was not suitable for children's art classroom teaching; Second, the curriculum is not balanced, and some vocational colleges are short of professional teachers. The teaching of multi-specialty and multi grade

courses is subject to this, with fewer class hours. Some basic art teaching contents, such as simple stroke teaching, handicraft and teaching aid production, and environment creation, are obviously short of time, resulting in the lack of professional and practical ability of students, which is not conducive to their subsequent development.

## **2.2. Basic situation of teaching materials construction of fine arts courses for preschool education major in higher vocational colleges**

Fundamentals of Fine Arts ·Children's Painting is systematic, demonstrative and practical. The content of the textbook mainly includes basic knowledge related to children's painting, painting skills training and works appreciation teaching, which can promote students to master children's painting skills and basically meet the requirements of preschool education; Handwork, which is designed to be rich in content, includes a series of handmade materials such as cloth, mud, paper, and old objects (waste), interspersed with the teaching of such handmade skills as sewing, folding, cutting, pasting, and patching. Through learning, students can master most of the handmade, and promote the development of their hands-on ability and innovation ability; Art Skills for Preschool Teachers, published in 2022, is a key textbook of art courses for preschool education majors, which can promote students' mastery of art skills and professional abilities. At this stage, the three books are widely used in the art teaching of preschool education major in higher vocational colleges, basically meeting the needs of the students in preschool education major in higher vocational colleges to learn basic skills of art and improve their teaching ability. However, the use of teaching materials in higher vocational colleges is still not standardized, which is manifested in the following aspects: lack of corresponding teaching materials that are consistent with the talent training program of higher vocational colleges; The content of textbooks is updated slowly, and some textbooks do not meet the needs of knowledge economy and high-tech development at this stage; The practical teaching materials are insufficient, and the emphasis on theory over practice cannot be avoided.

## **3. The existing problems of teaching reform and textbook construction of fine arts courses for preschool education majors in higher vocational colleges**

### **3.1. Lagging curriculum teaching reform**

At the present stage, the teaching reform of art courses for preschool education majors in higher vocational education lags behind, and has not matched the reform of talent training model for preschool education majors. The training of students' art professional skills cannot meet the needs of high-quality talents in kindergartens at the current stage, and cannot achieve effective docking. The concept of vocational education restricts the teaching reform of art courses for preschool education majors in higher vocational colleges to a certain extent.

### **3.2. The construction of course materials lags behind**

The construction of teaching materials for fine arts courses of preschool education majors in higher vocational colleges is obviously not active enough. The teaching materials do not fully reflect the reform concept of ideological and political education related to the curriculum, and the construction of teaching materials is not synchronized with the teaching reform. The optimization of teaching materials cannot keep pace with the progress of curriculum reform. The updating speed of teaching materials is slow, and the combination with the knowledge system and cognitive ability of preschool education majors is not in place. Some teaching materials are difficult for students to master and cannot achieve in-depth learning. To a certain extent, it hinders the all-round development of students,

and the professional ability of fine arts does not match the teaching ability.

#### **4. An analysis of the causes of the inadequate teaching reform and textbook construction of fine arts courses for preschool education majors in higher vocational colleges**

##### **4.1. Inadequate construction of professional teachers**

The teaching reform and textbook construction of art courses for preschool education majors in higher vocational education cannot be separated from the professional teacher team. The guidance of the Ministry of Education is the center, combined with the current problem of insufficient professional teacher team construction, which has hindered the teaching reform and textbook construction to a certain extent.

##### **4.2. Problems in the concept of education and teaching**

At present, the country is making great efforts to develop vocational education, with the main goal of cultivating application-oriented and compound talents in the new era, and strengthening the cultivation of professional skills and professional qualities of students in higher vocational colleges, which has affected the teaching reform and textbook construction to a certain extent. Based on the essential difference between the concept of art education and that of vocational education, we failed to fully deal with it in the course reform, overemphasized the students' mastery of theoretical knowledge, ignored the development of students' practical ability and practical ability, and did not conform to the teaching concept of vocational education.

#### **5. Research on teaching reform and teaching materials construction methods and strength of fine arts courses for preschool education major in higher vocational colleges**

##### **5.1. Infiltrating the reform concept of "three educations"**

The "three education" emphasizes the comprehensive reform of teachers, textbooks and teaching methods. We can build a high-quality professional teacher team, and promote the development of preschool education art teachers in higher vocational colleges to a high level and structure, including the improvement of teachers' professional level and teaching ability; we can build and sort out the textbooks for basic teaching courses, and present a more sophisticated textbook model, in order to ensure that the contents and forms are rich, and meet the learning needs of professional students; we should combine the talent training mode and objectives of higher vocational colleges to form targeted teaching methods and promote students' professional quality. Under the concept of "three education" reform, we are committed to improving teachers' professional quality and students' professional ability, accelerating the connotation construction of higher vocational colleges, and promoting the development of vocational education.

##### **5.2. Implementing the teaching reform of "three lines of operation and six education"**

"Three lines of operation and six lines of education" emphasizes the combination of moral education, classroom teaching, activity classes and extracurricular activities, the implementation of moral education, the promotion of the three-dimensional intersection of classroom teaching and student activities, the acceleration of students' behavior habits, cultural literacy, ideological and moral cultivation, and on this basis, the comprehensive development of students' morality, intelligence, physical, beauty, labor, and heart can be made. Taking moral education as the leading role, we can flexibly use classroom teaching and activities inside and outside the class, speed up the mastery of art skills and teaching abilities of pre-school education students in higher vocational colleges, clarify

the main objectives of discipline teaching reform, and deepen teaching reform, so as to promote structural optimization in combination with the characteristics of textbooks and students. Scientifically design the teaching content and process of the course, strengthen the guidance of students' practice activities both in and out of class, guide students to carry out practical activities related to art major and basic teaching, and participate in them all, so as to improve the effectiveness of practical activities both in and out of class. "Three line operation, six education", realizes the organic combination of classroom teaching and practical activities, promotes the development of students' professional ability and comprehensive quality on the basis of ensuring the improvement of students' theoretical knowledge and professional skills, and further improves the social adaptability of vocational college graduates.

### 5.3. Implementing the teaching material construction of "multiple modules and integration"

"Multi module and integration" refers to paying attention to the modularization of teaching material content when constructing the teaching materials for art courses of preschool education majors in higher vocational education, writing the teaching materials in multiple modules according to the needs of talent training and professional requirements, and finally forming a whole, promoting students to master certain skills, such as basic art skills, manual skills, teaching skills, etc., and infiltrating each other to speed up the optimization and activity construction of teaching materials. On this basis, we will support high-quality curriculum reform. The content of textbooks generally includes cultural basis, professional skills and quality education. During the construction of "multiple modules", it is mainly emphasized to implement modularization in the teaching materials of professional skills, focusing on professional skills, supplemented by cultural basis and quality education, so as to promote the students of higher vocational colleges to master professional skills and accelerate the construction of skilled and applied talents.

## 6. Conclusion

Based on the analysis of the current situation and influencing factors of the teaching reform and teaching material construction of art courses for preschool education majors in higher vocational education, we should effectively avoid the process of further promoting teaching reform and teaching material construction, accelerate the construction of professional teachers, and infiltrate the reform concept of "three education", in order to implement the teaching reform of "three lines of operation, six education simultaneously" and the construction of "multi module, integrated" teaching materials, and promote the digital transformation of art courses for preschool education majors in higher vocational colleges, which have a positive impact on the cultivation of art talents for preschool education majors in higher vocational colleges, and effectively improve the professional quality and vocational skills of graduates.

## Acknowledgement

Fund Project: Research Project on the Theory and Practice of Higher Vocational Education and Application-oriented Undergraduate Education in Shaanxi Province in 2022, and Research on the Teaching Reform and Textbook Construction of Art Courses for Preschool Education Majors in Higher Vocational Education. Project No.: 2022HZ1449.

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